School Improvement Unit
Report

Kin Kin State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Kin Kin State School from 14 to 16 October 2015. It provides an evaluation of the school’s performance against the nine domains of the National School Improvement Tool. It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

<table>
<thead>
<tr>
<th>Location:</th>
<th>Main Street, Kin Kin</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>North Coast</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1916</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>68</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>2.9 per cent</td>
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<td>Students with disability enrolments:</td>
<td>5.8 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>989</td>
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<tr>
<td>Year principal appointed:</td>
<td>2010</td>
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<tr>
<td>Number of teachers:</td>
<td>3.86 Full-time equivalent</td>
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<tr>
<td>Nearby schools:</td>
<td>Federal State School, Cooran State School, Wolvi State School, Pomona State School</td>
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<tr>
<td>Significant community partnerships:</td>
<td>Noosa Pomona Landcare, Central Queensland University, Kin Kin Freemasons, University of the Sunshine Coast, Noosa Community Biosphere Association, Noosa Integrated Catchment Association, Noosa Shire Council, Kin Kin Tea, Kin Kin Naturals, Kin Kin Native Bees, Kin Kin Sawmill, Country Life Hotel, Kin Kin General Store, Weis Arts, Kin Kin Community Group, Kin Kin Rural Fire Brigade, Kin Kin Alpaca Farm, Hello Honey, Living Valley Springs, High Spirits, Sunshine Coast Sustainability Institute, Itchy Feet Media, Bunnings (Noosaville &amp; Gympie), Pomona True Value Hardware, Pomona Ag Supplies</td>
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<td>Unique school programs:</td>
<td>Stephanie Alexander Kitchen Garden Program</td>
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1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Six teachers
  - Six teacher aides
  - Two administration officers
  - 22 students
  - 25 parents, including the president of the Kin Kin State School Parents and Citizens’ Association (P&C)
  - State Member for Gympie, Mr Tony Perrett MP
  - Three Noosa Shire Councillors
  - Three principals of local schools
  - Eight community partners including Landcare, Central Queensland University and University of the Sunshine Coast

1.4 Review team

- Gary Austen  
  Internal reviewer, SIU (review chair)
- Lyal Giles  
  Internal reviewer, SIU
- Ian Hall  
  External reviewer
2. Executive summary

2.1 Key findings

- Students, staff, parents and the wider community have a strong sense of belonging and pride in the school.

  The school and its community enjoy a strong partnership which reflects a culture of shared commitment for student learning and wellbeing. The school kitchen and garden program builds upon local aspirations and values, and provides opportunities for connected learning and student engagement.

- National Assessment Program - Literacy and Numeracy (NAPLAN) 2015 preliminary data indicates student achievement comparable to or above similar Queensland state schools.

  The school has recorded positive growth in learning achievement over the 2008-2015 period, particularly in the upper two bands. Mean scale scores for Year 3 and Year 5 are comparable to, or above, similar Queensland state schools in all ten areas assessed.

- The school identifies the need to develop a whole-school curriculum plan to support the alignment of curriculum experiences across the school.

  The school regularly engages students in curriculum that is connected and responsive to the local context. The school is further developing whole-school curriculum planning and evaluation processes.

- The principal is committed to improving effective teaching practices that are relevant to students and the school community.

  The principal models the development of teaching practice and engages teachers in discussions about learning. The school recognises the need to further embed consistent teaching practices across the school.

- Staff articulate an interest in further opportunities to learn through watching others teach including through interacting with other teachers beyond the school.

  Teachers engage in professional learning and digitally record teaching episodes and use these as a basis for reflection. Opportunities to observe other teachers across the school and beyond are sought by teachers.

- Teachers collect a wide range of student learning data and use this information to inform teaching.

  The school has a data and assessment schedule and identifies targets and benchmarks for student learning. Teachers discuss student learning data with the principal. Processes for teachers to discuss student progress and implications for teaching across classes are less evident.
2.2 Key improvement strategies

- Support the alignment of the Australian Curriculum, local curriculum responses and implementation across the school through developing a whole-school curriculum plan.

- Extend teacher capacity through engaging teachers in formalised cycles of teacher observation and feedback which align with the school’s explicit improvement agenda. Identify opportunities for professional learning and engagement within and beyond the school.

- Enhance student learning outcomes by building the consistency of teaching practice across the school. Identify, share and implement high-yield teaching strategies that impact upon student learning.

- Maximise the impact of the improvement agenda on successful teaching and learning by reviewing the targeted use of resources. Regularly monitor the effectiveness of human and financial resource allocations in driving school performance.